DOCUMENT RESUME

ED 251 996 EC 171 150

AUTHOR Abbott, Barbara; Kolman, Peter
TITLE Truth: Humanities Unit (Middle and Secondary Grade Levels). Programs for Gifted Students.
INSTITUTION Bucks County Intermediate Unit 22, Doylestown, Pa.
PUB DATE [81]
NOTE 19p.; For related documents, see EC 171 144-152. See note to EC 171 144.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Gifted; *Humanities Instruction; Learning Activities; Middle Schools; *Philosophy; Secondary Education; Units of Study
IDENTIFIERS *Truth

ABSTRACT

One in a series of instructional units designed for gifted students, this booklet describes a humanities unit for students in middle and secondary grades. The specific focus of the unit is on truth as it is perceived and expressed in philosophy, literature, art, music, drama, and the social sciences. The study of truth and its surrounding concepts will enable the student to examine the relationship between the operation of "outer space" (i.e., the world outside the human mind) and the concept of "inner space" (the world within a person's mind). Further, the unit introduces the fields of epistemology and structured critical thinking. Seventeen suggested activities (such as role playing a skeptic or a liar and examining television advertising) are followed by a list of suggested readings (philosophy and other textbooks, novels, short stories, poetry, and drama), and by a listing of suggested audio-visual material. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED251996

BUCKS COUNTY INTERMEDIATE UNIT #22

Programs for Gifted Students

TRUTH

Humanities Unit

(Middle and Secondary Grade Levels)

Developed and Written by

Barbara Abbott
Peter Kolman

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

James LoGiudice

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Dr. George E. Raab.....Executive Director, I.U. #22
Dr. Paul Goode.....Director, Special Education
Mr. James LoGiudice.....Supervisor, Gifted & Talented Programs

EC171150

The following course of study has been developed by Barbara Abbott and Peter Kolman, teachers of the gifted for the Bucks County Intermediate Unit #22. Written primarily for use with secondary gifted students, it takes into account their specific learning characteristics. Typically gifted students are better able to handle abstract concepts than their peers and the unit on truth has been designed with this in mind. Since gifted students more readily perceive similarities, differences, cause-effect relationships and underlying principles, the various readings, materials and activities have been tailored to better meet their particular learning needs.

The reading selections, audio-visual materials (available through the Intermediate Unit) and activities are intended as suggestions and examples. Although they have been tested and used successfully in the classroom by the I.U. staff, creative adaptations and extractions are heartily encouraged.

TRUTH

The humanities offer fresh insights and perspectives on such enduring concepts as truth, beauty and freedom. For philosophers, the search for truth becomes an inquiry into the nature of ideas which men call true. The question no longer is what man knows to be true or false, but what he judges to be true and false and the basis on which he makes such judgments.

The kind of truth that literature presents is different from the kind of truth that philosophy presents, both in specific content and in its form of presentation, for the writer asserts a kind of truth, says something about mankind, but does so by presenting a specific story. Thus, a story about a man catching a huge fish, The Old Man and the Sea, is certainly much more than a story about the hazards of marlin fishing in the Caribbean. Likewise, Macbeth is more than a play about the problems of succession to the Scottish throne, and The Brothers Karamazov is more than the story of the murder of Fyodor Karamazov, the dissolute father.

Pablo Picasso once declared that the humanities lie in order to reveal a greater truth. In his Girl Before a Mirror, he distorts what the eye would recognize as reality. Yet his very act of distortion reveals many facets of the girl that would be totally missing in a straightforward, accurate reproduction. For the artist, all these views are real.

By probing concepts such as truth, happiness, equality, gifted students will be stimulated to think about the major intellectual questions of man's existence. By examining these topics as defined and expressed in philosophy, literature, art, music, drama, the social sciences--the humanities, students will become active participants in gaining some insight into the dignity of the human spirit.

Beauty is truth, truth beauty; that is all
Ye know on earth, and all ye need to know.

John Keats

We have to live today by what truth we can get today,
and be ready tomorrow to call it falsehood.

William James

What a piece of bread looks like depends on whether
you are hungry or not.

Jallaludin Rumi

No one is so wrong as the man who knows all
the answers.

Thomas Merton

What is Truth but to live for an idea? . . .
It is a question of discovering a truth which is truth
for me, of finding the idea for which I am willing to
live and die.

Kierkegaard

Truth - a suspicion that has endured.

Ramón de Campoamor

At ebb tide I wrote
A line upon the sand
And gave it all my heart
And all my soul.
At flood tide I returned
To read what I had inscribed
And found my ignorance upon the
shore.

Kahlil Gibran

Truth will not make us rich, but it will make us free.

Will Durant

Thinking about truth involves thinking about the whole world we live in - about our knowledge of it, the desires it arouses in us, and the admiration it elicits from us. The study of truth brings into focus man's relationship with the universe, as well as with other men.

We cannot understand the difference between knowledge and opinion without being aware of how each is related to truth. Mortimer Adler in Six Great Ideas, suggests that "the truth to be found in poetry is not the same as the truth we look for in history, science or philosophy." The criteria of what is true and false changes and varies as we pass from mathematics to the empirical sciences, from the empirical sciences to philosophy, and from philosophy to theology and religion.

The very fact of making judgments is an act that asserts something to be true or false. The nature of the judgements we make cannot be understood without seeking an answer to a fundamental question about radically different modes of truth. Other questions must be asked:

--Does truth exist only in judgments of the mind, or, also, in statements made in language?

--Is there truth in the senses, in memory, in the imagination, as well as the mind?

--Is the kind of truth that makes our reasoning sound the same that makes our judgments valid?

--Is an appeal to experience always the ultimate test of truth?

Adler affirms that an understanding of truth yields insight into a number of other ideas, including:

Experience	Language	Poetry
Imagination	Memory	Reason
Judgment	Mind	Religion
Knowledge		

The study of truth and its surrounding concepts will enable the student to examine the relationship between the operation of "outer space", the world outside the human mind, and the concept of "inner space", that world within man's mind. Further, this unit forms an introduction to the greater fields of epistemology and structured critical thinking.

Suggested Activities:

1. Broadly speaking, propaganda is any rumor or idea or fact which is spread in order to convince someone of something. Propaganda may be truthful or not, and it is often one-sided. Discuss this concept using the following questions as guidelines:
   a. Is propaganda ever truthful?
   b. Is it ever untruthful?
   c. Does propaganda ever present more than one side of the story?
   d. Can we avoid propaganda entirely?
   e. Is propaganda helpful or harmful?
2. Role play a liar or a skeptic in a classroom forum. Learn to respond to problems as liars and skeptics. Discuss the flaws in both approaches to problems and life.
3. One technique used in propaganda is called "bandwagon". The main idea of the "bandwagon" is to join the group. Others are the "testimonial", that is, using a famous person to "testify" as to the value of something and the "glittering generality", which emphasizes certain adjectives. Design paragraphs which use these techniques or other propaganda methods. Identify what techniques are being used. Evaluate T.V., radio and magazine advertising to locate fallacies in reasoning and distortion of facts. Discuss bias and ethical considerations for advertising.

4. Research philosophers who contributed ideas about truth, Bacon, Descartes, Spinoza, Locke and Kant, to name a few. Design a chart which shows how these philosophers influenced each other in the development of thinking about truth.

5. Consider the statement: Resolved that truth is always good. What implications and complexities are attached to this proposition?

6. What's in a name? Not much, if you think it has to describe the product or service accurately. Conversely, the name can make the product or service sound very attractive without promising anything. Create some names for products which sound great but promise nothing, i.e., Elite Interior Decorators or Superfast Ice Skates.

7. Jerry Mander, in his book Four Arguments for the Elimination of Television, outlines some thirty inherent biases of television which dictate the selection of information conveyed to the viewers. Invite experts from the local media--radio, television, press--to respond in a public forum to these limitations and/or distortions of reality.

8. If you were creating an ideal society, which people (writers and/or characters from Nobel Parade) would you include in that society, based on their understanding of truth as presented in these selections by winners of the award for literature? Why? Present to the class your opinions in the informative format of your choice.

9. George Bernard Shaw once said that "all great truths begin as blasphemies." React to what Shaw said by role-playing as one of the following:

Jesus of Nazareth
Karl Marx
Charles Darwin
Sigmund Freud

10. Prepare/present a dialogue with Socrates attacking or defending his statement: "The discovery of the alphabet will create forgetfulness in the learners' souls. You will give your disciples not truth, but the semblance of truth . . ."

11. Reality can be quite different for the mockingbird, the deer, an octopus, or, for that matter, a chair, an eyelash, than for man. Speculate on what their respective perceptual worlds might be like in a creative writing composition.

12. Since advertising is the art of promise and suggestion, it seldom gives the whole truth; often it exaggerates while avoiding outright lies. Don Allen, in The Electric Humanities, states: "When the gods wish to punish us, they make us believe our own advertising." Examine this statement by keeping a log of the ads for various products on T.V. Analyze the truthfulness of the images advertizers are selling us and offer your most convincing samples to the class.

13. Write a short comparative essay, explaining the difference between "illusion" and "delusion," as they relate to the following characters: Lennie and George from Of Mice and Men, Montage from Fahrenheit 451, Dr. Jekyll from Dr. Jekyll and Mr. Hyde, Paul from "The Rocking Horse Winner," and the governess from The Turn of the Screw.

14. Shakespeare wrote, "Truth has very few friends and those few are suicides." Discuss in small groups the meaning of this quote and whether or not you agree with it. Relate this statement to Edwin Arlington Robinson's poem "Richard Cory." What sort of truth might Cory have known?

15. Artists frequently present what William Faulkner, in The Bear, calls "the heart's truth," something which is known by man's emotions rather than by his intellect, by the heart rather than the mind, by the belly rather than the head. Antoine de Saint Exupery's fox, in The Little Prince, says: "It is only with the heart that one can see rightly; what is essential is invisible to the eye. Men have forgotten this truth. But you must not forget it." Selecting from works of art, music, poetry and prose, give a multimedia presentation to the class illustrating what you believe best expresses this "heart's truth."

16. Which truth-test(s), as outlined by Christian in Philosophy: An Introduction to the Art of Wondering, would you apply to check out the following fact-claims and, in each case, what degree of certainty would you have?

Black coral grows in the Red Sea.

You can call 411 for Information.

The pious shall prosper.

This postcard was mailed from Madrid.

The Earth is flat.

A UFO just landed in your back yard (but it's an invisible UFO).

Shakespeare wrote The Merchant of Venice.

This battery is dead.

Dolphins are intelligent animals.

The Whooping Crane is an endangered species.

All cats are blue.

The World will end on July 14, 1984.

Life is meaningless.

As you read this sentence, a solar eclipse is taking place.

The Magna Carta was signed June 15, 1215.

Allah despises Infidels but loves The Faithful.

17. Mark Twain once said, "Don't part with your illusions. When they are gone you may still exist, but you have ceased to live." Choose a character from one of the following literary works who would agree with Twain and prepare an internal monologue from that character's perspective:

The Prime of Miss Jean Brodie, Muriel Sparks

"The Blue Hotel," Stephen Crane

The House of Seven Gables, Nathaniel Hawthorne

On the Beach, Nevil Shute

Mr. Roberts, Thomas Heggen

Suggested Readings:

Philosophy Textbooks:

Adler, Mortimer J. Six Great Ideas. New York: MacMillan Publishing Co. Inc., 1981.
Chapter 5 The Liar and the Skeptic 31
Chapter 6 Milder Forms of Skepticism 39
Chapter 7 The Realm of Doubt 46
Chapter 8 The Pursuit of Truth 56

Christian, James L., Philosophy: An Introduction to the Art of Wondering. New York: Holt, Rinehart & Winston, 1981.
Part III The Real World: Knowing and Unknowing
3-1 Knowledge 154
3-2 Senses/Reality 164
3-3 Data Processing 181
3-4 Truth 192

Durant, Will, The Pleasures of Philosophy. New York: Simon & Shuster, 1953.
Part Two Logic and Epistemology What Is Truth?
I. Sensation vs. Reason 15
II. The Mystery of Knowledge 20
III. Reason vs. Instinct 26

Durant, Will, The Story of Philosophy. New York: Pocket Books, 1961.
Chapter IV Spinoza 146
Chapter V Voltaire and the French Enlightenment 199
Chapter VI Immanuel Kant and German Idealism 253

Porter, Burton F., Philosophy: A Literary and Conceptual Approach. New York: Harcourt Bract Jovanovich, Inc., 1974.
The Nature of Reality
1 Subjective and Objective Truth
Luigi Pirandello, It Is So! (If You Think So) 432
Plato, The Theaetetus and The Republic (Book I) 447
2 The Essence of the Universe
Hermann Hesse, Siddhartha 452
William James, The Varieties of Religious Experience 459
3 Change and Teleology
Jorge Luis Borges, The Lottery in Babylon 477
Aristotle, The Physics (Book II) 482

4 Human Purpose in a Meaningless World
Eugene Ionesco, Fragments of a Journal 490
Albert Camus, The Myth of Sisyphus 503

Thompson, Cameron, Philosophy and Literature. New York: Harcourt Brace Jovanovich, 1969.
Truth 3-119, including:
Plato,"The Allegory of the Den"
René Descartes, "From Skepticism to Conviction"
William James, "Belief"

Other Textbooks:

Abel, Elie, Editor. What's News: The Media in American Society. San Francisco, California: Institute for Contemporary Studies, 1981.

Cross, Neal M., et. al. The Search for Personal Freedom, I and II. Dubuque, Iowa: William C. Brown Publishers, 1972.

Dunstand, Marjorie, and Garlan, Patricia. Worlds in the Making. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

Fuller, Edmund, and Davis, O.B. Introduction to the Essay. Rochelle Park, New Jersey: Hayden Book Co., 1972.

Gardner, William, et. al. Selected Case Studies in American History. Boston: Allyn and Bacon, Inc., 1973.

Gordon, Edward J. Introduction to Tragedy. Rochelle Park, New Jersey: Hayden Book Co., Inc., 1973.

Harnadek, Anita. Critical Thinking Book 1. Troy, Michigan: Midwest Publications Co., Inc., 1976.

Harris, Sydney J. The Authentic Person. Niles, Illinois: Argus Communications, 1972.

Hoopes, Ned, and Peck, Richard. Edge of Awareness. New York: Dell Publishing Co., 1978.

Mander, Jerry. Four Arguments for the Elimination of Television. New York: Quill, 1978.

McDonnell, Helen M., Nobel Parade. Glenview, Illinois: Scott Foresman and Co., 1975.

Miller, Jr., James E., et. al. Person, Place and Point of View. Glenview, Illinois: Scott Foresman and Co., 1976.

Patterson, Thomas E. The Mass Media Election. New York: Praeger Publishers, 1980.

Robinson, Donald W., Editor. As Others See Us: International Views of American History. Boston: Houghton Mifflin Co., 1969.

Shakespeare, Edward O., et. al. Understanding the Essay. Wellesley Hills, Mass.: Independent School Press, 1978.

Stein, Ben. The View from Sunset Boulevard: America as Brought to You by the People Who Make Television. New York: Anchor Books, 1980.

Witt, Mary Ann Frese, et. al. The Humanities: Cultural Roots and Continuities, I and II. Lexington, Mass.: D.C. Heath and Co., 1980.

Novels: (from The Perfection Form Company, Logan, Iowa)

Bradbury, Ray. Fahrenheit 451.

Camus, Albert. The Stranger.

Cather, Willa. My Antonia.

Conrad, Joseph. Heart of Darkness.

Crane, Stephen. The Red Badge of Courage.

deCervantes, Miguel. Don Quixote.

de Saint Exupery, Antoine. The Little Prince.

Dostoevski, Fyodor. The Brothers Karamazov.

Faulkner, William. The Bear.

Fitzgerald, F. Scott. The Great Gatsby.

Golding, William. Lord of the Flies.

Greenberg, Joanne. I Never Promised You a Rose Garden.

Greene, Graham. The Power and the Glory.

Hawthorne, Nathaniel. The Scarlet Letter.

Hemingway, Ernest. A Farewell to Arms.
The Old Man and the Sea.

Joyce, James. Portrait of an Artist as a Young Man.

Kafka, Franz. The Metamorphosis.

Kosinski, Jerzy. Being There.

Paton, Alan. Cry the Beloved Country.

Remarque, Erich Maria. All Quiet on the Western Front.

Salinger, J.D. Catcher in the Rye.

Steinbeck, John. Of Mice and Men.
The Grapes of Wrath.
The Pearl.
The Red Pony.

Stevenson, Robert Louis. Dr. Jekyll and Mr. Hyde.

Warren, Robert Penn. All the King's Men.

Short Stories:

Abcarian, Richard, and Klotz, Marvin. Literature: The Human Experience. New York: St. Martin's Press, 1978. Such as:
"The Secret Sharer," Joseph Conrad 18
"My Oedipus Complex," Frank O'Connor 69
"Bartleby the Scrivener," Herman Melville 231
"The Man Who Lived Underground," Richard Wright 267
"The Death of Ivan Ilych," Leo Tolstoy 687
"An Occurrence at Owl Creek Bridge," Ambrose Bierce 743

Adams, William. Afro-American Literature: Fiction. Boston: Houghton Mifflin, 1970.

Boynton, Robert W., and Mack, Maynard. Introduction to the Short Story. Rochelle Park, New Jersey: Hayden Book Co., 1978.

Cassill, R.V. The Norton Anthology of Short Fiction. New York: W. W. Norton and Co., 1978. Such as:
"The Owl Who Was God," James Thurber xxii
"The Blue Hotel," Stephen Crane 214
"The Lottery," Shirley Jackson 317
"The Rocking-Horse Winner," D.H. Lawrence 384
"The Necklace," Guy de Maupassant 468
"A Good Man Is Hard to Find," Flannery O'Connor 523

Farrell, Edmund J., et. al. Exploring Life through Literature. Glenview, Illinois: Scott Foresman and Co., 1976. Such as:
"Through the Tunnel," Doris Lessing 82
"The Interlopers," Saki 89
"Roy's Wound," James Baldwin 102
"Footfalls," Wilbur Daniel Steele 117
"Lamb to the Slaughter," Roald Dahl 130

Farrell, Edmund J., et. al. Outlooks through Literature. Glenview, New Jersey: Scott Foresman and Co., 1976. Such as:
"Peter Two," Irwin Shaw 2
"The Most Dangerous Game," Richard Connell 9
"Luther," Jay Neugeboren 27
"The Endless Streetcar Ride into the Night and the Tinfoil Noose," Jean Shepherd 55
"The Scarlet Ibis," James Hurst 111
"By the Waters of Babylon," Stephen Vincent Benet 134

Thompson, Cameron. Philosophy and Literature. New York: Harcourt Brace Jovanovich, 1969. Such as:
"The Bet," Anton Chekhov 19
"In Another Country," Ernest Hemingway 35
"Young Archimedes," Aldous Huxley 40
"In the Penal Colony," Franz Kafka 78

West, Ralph. Kaleidoscope. Wellesley Hills, Mass.: Independent School Press, 1970. Such as:
"The Sniper," Liam O'Flaherty 23
"The Jilting of Granny Weatherall," Katherine Anne Porter 75

Poetry:

Abcarian, Richard, and Klotz, Martin, Editors. Literature: The Human Experience. New York: St. Martin's Press, 1978.

Adams, William, et. al. Afro-American Literature: Poetry. Boston: Houghton Mifflin Co., 1970.

Farrell, Edmund J., et. al. Exploring Life through Literature. Glenview, Illinois: Scott Foresman and Co., 1976.

Farrell, Edmund J., et. al. Outlooks through Literature. Glenview, Illinois: Scott Foresman and Co., 1976.

McDonnell, Helen M. Nobel Parade. Glenview, Illinois: Scott Foresman and Co., 1975.

Pooley, Robert C., et. al. Counterpoint in Literature. Glenview, Illinois: Scott Foresman and Co., 1976.

Thompson, Cameron. Philosophy and Literature. New York: Harcourt Brace Jovanovich, 1969. Such as:

"Truth Is as Old as God," Emily Dickinson 99
"The Brain Is Wider than the Sky," Emily Dickinson 100
"The Wayfarer," Stephen Crane 101
"The Bear," Robert Frost 101
"The Egg and the Machine," Robert Frost 103
"When I Heard the Learned Astronomer," Walt Whitman 104
"To a Steam Roller," Marianne Moore 104
"Pegasus Lost," Elinor Wylie 105
"Golly, How Truth Will Out!" Ogden Nash 110
"Hap," Thomas Hardy 112
"Preludes," T.S. Eliot 113

Drama:

Becket, Samuel. Waiting for Godot. New York: Grove Press, Inc., 1954.

Gordon, Edward J. Introduction to Tragedy. Rochelle Park, New Jersey: Hayden Book Co., Inc., 1973. Such as:

Ibsen, Henrik. Enemy of the People.
Hedda Gabler.

Miller, Arthur. Death of a Salesman.

O'Neill, Eugene. Beyond the Horizon.

Plato. Apology.
Crito.

Sophocles. Antigone.
Oedipus the King.

Heggen, Thomas. Mr. Roberts. Six Modern American Plays. New York: The Modern Library, 1966.

Miller, Arthur. The Crucible. New York: Penguin Books, 1979.

Shakespeare, William. Hamlet. New York: Washington Square Press, 1975.
Julius Ceasar.
Macbeth.
Othello.

Suggested Audio-Visual Materials:

Center for the Humanities, Inc., White Plains, New York 10603:

Freedom and Responsibility: A Question of Values, Part I and II
Investigates the relationship between freedom and responsibility and examines each concept. Leads students to consider the consequences of choice and accountability to community, family and self. Literary passages demonstrate the requirements of responsibility and encourage students to appreciate the meaning of freedom.

No Man Is an Island: An Inquiry into Alienation, Part I and II
Analyzes alienation from an historical perspective, examining figures of political, artistic and literary discontent. Explores how various societies have dealt with their rebels, and suggests how and why the ideas of these individuals have survived.

Philosophers' Ideas that Changed the World: Christ, Marx, Darwin, Freud, Part I and II
Christ, Marx, Darwin and Freud each initiated a revolution against established doctrines. In religion, in politics, in natural science and in psychology, these four leaders changed the perceptions of millions.

Man and His Gods: An Inquiry into the Nature of Religion, Part I and II
Describes how societies through the ages have created supernatural forces to explain humanity's place in the universe. The function of religion is studied and relationships between people and their gods are explored. Passages from the great books of many religions and cultures augment the narration.

Why Learn That? Values in Education, Part I and II
Enables students to recognize the value of two kinds of learning experiences--academic and life skills. Vignettes show how different situations call for different skills. Negative experiences involving peer and parental pressure are also examined.

The Humanities: An Approach to Living in the Modern World
Presents a dramatic analysis of the vitality and importance of cultural achievement. Demonstrates how art, architecture, literature, philosophy and music bridge artificial barriers and unify the human species.

Media and Meaning: Human Expression and Technology, Part I and II
Focuses on the changing nature of human expression and explores various media--print, projected-image, sound, multi-media. Traces the history of media and examines subtle and not-so-subtle ways in which media affects our values, sense of reality and ability to communicate. Includes literary selections and a discussion by various media experts.

Literature and Psychology: Characters in Crisis, Parts I, II and III
Provides a fascinating study of the effects of crisis and fantasy on the lives of a wide range of fictional characters. Illustrates how fictional characters have dealt with internal and external crises and provides a glimpse of the worlds of fantasy into which some characters have escaped.

Communication is Power: Mass Media and Mass Persuasion, Parts I, II & III
The Language of Advetising
Violence and the Media
Politics and the Media

Examines advertising as a prelude to understanding the forms of mass persuasion. Investigates violence in the media and studies the history of persuasion in newspapers and magazines. Also examines the growing influence of electronic media in politics and dramatizes the controversial issues of political advertising and news management.

What is Journalism? Part I and II

Shows students what news is and how to identify and interpret various types of stories, including hard-news, feature, editorial, sports, political and satirical pieces. Incorporates extensive commentary by Edwin Newman and uses examples of distinguished photojournalism to illustrate the concepts being taught.

TV News: Information or Entertainment? Part I and II

Designed to help students understand the political, economic and social forces that shape television news. Students are shown how to evaluate critically the current events and issues that comprise the journalistic side of our media environment.

Art and Man magazines, Scholastic Magazines, Inc.

Art Appreciation Print Program, Art Education, Inc., Blauvelt, N.Y.

Images of Man 2, Scholastic's Concerned Photographer Program

Great Men of Art, Series I and II, Encyclopedia Britannica Educational Corporation

The combination of film and sound vividly reveal the lives of 12 master artists--Leonardo, Michelangelo, Raphael, Titian, Van Eyck, Durer, El Greco, Bernini, Rubens, Rembrandt, Valazquez, Goya. The filmstrips examine their work, their political views, the religious environment in which they live.

English Literature: A Survey, Unit 15, Modern Fiction, Films for the Humanities, Inc.

Examines the stream-of-consciousness novel; the mythical method; language rather than plot as the primary vehicle for meaning; the uses of allusion, in part one. Examines the novel of the future, the novel of myth and symbolism, and the global novel, in part two.

English Literature: Tragedy, Unit 5, Shakespearean, Films for the Humanities, Inc.

Examines the nature of tragedy and the burgeoning Elizabethan interest in it; the general sources used by Shakespeare and the classification of his plays, in part one. Examines how and why Macbeth is a tragic hero; the supernatural as a force in tragedy; Aristotle's concepts of action character and catharsis, in part two.